



Behaviour Policy Embley Nursery

Contents

1 Policy statement.....	2
2 Procedures	2
3 Strategies with children who engage in inconsiderate behaviour.....	3
4 Children under three years	3
5 Rough and tumble play and fantasy aggression	3
6 Hurtful behaviour	4
7 Bullying.....	4
8 Our Class Rules are.....	5
9 Promoting Positive Behaviour- Rewards.....	5
10 Document Information	6

1 Policy statement

1.1 Embley Nursery believes that everyone has a right to feel valued, respected, and safe. For this to happen in practice, we have a responsibility to behave in ways that enable all of us to feel free to explore and learn without fear of being hindered or hurt. This policy provides guidelines on how to support this; it recognises that learning self-regulation and socially appropriate behaviour is a developmental process and that through modelling positive behaviour at all times and managing challenging behaviour appropriately and competently, we can provide for the needs of the individual as well as ensuring the safety and wellbeing of everyone at Embley Nursery.

1.2 Children need to learn to consider the views and feelings, needs and rights, of others and the impact that their behaviour has on people, places and objects. This is a developmental task that requires support, encouragement, teaching and setting the correct example. The principles that underpin how we achieve positive and considerate behaviour exist within our programme for promoting personal, social and emotional development.

1.3 This policy applies to all members of our EYFS setting.

1.4 Embley and Embley Nursery are fully committed to ensuring that the application of this Exclusion, Expulsion and Removal Policy is non-discriminatory in line with the UK Equality Act (2010). Further details are available in the school's Equal Opportunity Policy document.

Embley and Embley Nursery seeks to implement this policy through adherence to the procedures set out in the rest of this document.

1.5 This document is available to all interested parties on our website and on request from the Senior or Prep School offices and should be read in conjunction with the following documents:

Behaviour and Discipline Policy

Complaints Policy

EYFS Policy

Teaching and Learning Policy

2 Procedures

2.1 We have a named person who has overall responsibility for our programme for supporting personal, social and emotional development, including issues concerning behaviour. This person is Mrs Tracy Sacree.

2.2 We require the named person to:

- keep her/himself up-to-date with legislation, research and thinking on promoting positive behaviour and on handling children's behaviour where it may require additional support;
- access relevant sources of expertise on promoting positive behaviour within our programme for supporting personal, social and emotional development;

2.3 We require all staff, volunteers and students to provide a positive model of behaviour by treating children, parents and one another with friendliness, care and courtesy.

2.4 We familiarise new staff and volunteers with the setting's Achieving Positive Behaviour Policy and its guidelines for behaviour.

2.5 We expect all members of our setting - children, parents, staff, volunteers and students - to keep to the guidelines, requiring these to be applied consistently.

2.6 We work in partnership with children's parents. Parents are regularly informed about their children's behaviour by their key person. We work with parents to address recurring inconsiderate behaviour, using our observation records to help us to understand the cause and to decide jointly how to respond appropriately.

3 Strategies with children who engage in inconsiderate behaviour

3.1 We require all staff, volunteers and students to use positive strategies for handling any inconsiderate behaviour, by helping children to find solutions in ways which are appropriate for the children's ages and stages of development. Such solutions might include, for example, acknowledgement of feelings, explanation as to what was not acceptable, and supporting children to gain control of their feelings, so that they can learn a more appropriate response.

3.2 We acknowledge considerate behaviour such as kindness and willingness to share.

3.3 We support each child in developing self-esteem, confidence and feelings of competence.

3.4 We support each child in developing a sense of belonging in our group, so that they feel valued and welcome.

3.5 When children behave in inconsiderate ways, we help them to understand the outcomes of their actions and support them in learning how to cope more appropriately.

3.6 We occasionally have to use physical restraint, such as holding, **only** to prevent physical injury to children or adults and/or serious damage to property.

3.7 Details of such an event (what happened, what action was taken and by whom, and the names of witnesses) are brought to the attention of our setting leader and are recorded in the child's personal file.

3.8 The child's parent(s) is/are informed on the same day or as soon as is reasonably practical. In cases of serious misbehaviour, such as racial or other abuse, we make clear immediately the unacceptability of the behaviour and attitudes, by means of explanations rather than personal blame.

3.9 We never use physical or corporal punishment and children are never threatened with these. We do not use techniques to humiliate or single out children.

4 Children under three years

4.1 When children under three years old behave in inconsiderate ways we recognise that the strategies for supporting them will need to be developmentally appropriate and differ from those for older children. However, the same rules above apply.

4.2 We focus on ensuring a child's attachment figure in the setting, their key person, is building a strong relationship to provide security to the child.

5 Rough and tumble play and fantasy aggression

5.1 Young children often engage in play that has aggressive themes, such as superhero and weapon play. Some children appear pre-occupied with these themes, but their behaviour is not necessarily a

precursor to hurtful behaviour or bullying; although it may be inconsiderate at times and may need addressing using strategies as above.

5.2 We recognise that teasing and rough and tumble play are normal for young children and acceptable within limits. We regard these kinds of play as pro-social and not as problematic or aggressive.

5.3 We will develop strategies to contain play that are agreed with the children, and understood by them, with acceptable behavioural boundaries to ensure children are not hurt.

5.4 We recognise that fantasy play also contains many violently dramatic strategies, e.g. blowing up and shooting, and that themes often refer to 'goodies and baddies' and as such offer opportunities for us to explore concepts of right and wrong.

5.5 We are able to tune in to the content of the play, perhaps to suggest alternative strategies for heroes and heroines, making the most of 'teachable moments' to encourage empathy and lateral thinking to explore alternative scenarios and strategies for conflict resolution.

6 Hurtful behaviour

6.1 We take hurtful behaviour very seriously. Most children under the age of five will at some stage hurt or say something hurtful to another child, especially if their emotions are high at the time, but it is not helpful to label this behaviour as 'bullying'. For children under five, hurtful behaviour is momentary, spontaneous and often without cognisance of the feelings of the person whom they have hurt.

6.2 We recognise that young children behave in hurtful ways towards others because they have not yet developed the means to manage intense feelings that sometimes overwhelm them.

We will help them manage these feelings, as they have neither the biological means nor the cognitive means to do this for themselves.

6.3 We support social skills through modelling behaviour and through activities, drama and stories. We build self-esteem and confidence in children, recognising their emotional needs through close and committed relationships with them.

6.4 We help a child to understand the effect that their hurtful behaviour has had on another child; we do not force children to say sorry, but encourage this where it is clear that they are genuinely sorry and wish to show this to the person they have hurt.

6.5 If hurtful behaviour becomes problematic, we work with parents to identify the cause and find a solution together.

7 Bullying

7.1 We take bullying very seriously. Bullying involves the persistent physical or verbal abuse of another child or children. It is characterised by intent to hurt, often planned, and accompanied by an awareness of the impact of the bullying behaviour.

7.2 A child who is bullying has reached a stage of cognitive development where he or she is able to plan to carry out a premeditated intent to cause distress to another. Research has proved that bullying can occur in children from five years old.

8 Our Class Rules are

- We are gentle-we don't hurt others.
- We listen and don't interrupt.
- We work hard- we don't waste our own or others time.
- We are kind and helpful- we don't hurt anyone's feelings.
- We are honest and don't cover up the truth.
- We look after property and don't waste or damage things.

The rules are explained to the children regularly and each incident is dealt with sensitively by staff, the rules are explained again if necessary.

9 Promoting Positive Behaviour- Rewards

9.1 *Why do we reward to promote positive behaviour?*

- To encourage effort, perseverance, participation, good behaviour.
- As a sign of achievement.
- To build and improve a child's self-esteem.
- To change inappropriate behaviour.
- To establish and build on adult/child relationships.

9.2 *How do we reward to promote positive behaviour?*

- Verbal praise to a child and parent
- Body language, a smile, hug, nod, 'thumbs up', 'high five'
- Child is given responsibilities and jobs to do
- Stickers
- Show the rest of the class an example of good behaviour or work

9.3 To help support positive behaviour, we encourage children to work together and help each other. We have found that children learn from one another, from clear guidelines, following our class golden rules and staff being positive role models. All children are supported in understanding their emotions, actions and consequences of behaviour in a way that is emotionally and developmentally appropriate.

10 Document Information

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